

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

France introduces
smoking ban –
2 January 2008



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BBC Learning English – Words in the News

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Level: Intermediate and above

Topic: France introduces a ban on smoking in bars, cafes and restaurants

Language: Vocabulary of a news report

Aims:

Reading skills	– Understanding a short news report
Language skills	– Grammar – countable and uncountable nouns
Writing skills	– Encouraging someone to stick to their New Year's resolution

Materials:

Worksheet 1	– Comprehension questions
Worksheet 2	– Vocabulary matching task
Worksheet 3	– Grammar/language focus – countable and uncountable nouns

News story – Available online at:

http://www.bbclearningenglish.com/newsenglish/witn/2008/01/080102_france.shtml

Preparation: Before the lesson, make enough copies of worksheets 2 and 3 so that there is 1 worksheet for every 4 – 5 students. Cut up the vocabulary and explanations to make a matching exercise. Students also need one copy each of worksheet 1.

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LESSON STAGES

A Stimulate student interest in text

Ask students for suggestions of New Year's resolutions and put their ideas on the board.

Example:

stop smoking	
get fit	
get a better job	
go on a diet	

Conduct a short survey to find out which resolution is the most popular one in the class.

Example:

stop smoking	1111
get fit	11111
get a better job	11
go on a diet	1111

B Pre-teach essential vocabulary

Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below).

You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down in this lesson plan. Have students working together in small groups and ask them to try to match the vocabulary with the definitions. Encourage them to work with the other groups to pool their knowledge.

When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they are not sure of. If they don't have dictionaries, check their answers and give them help with any words they aren't sure of.

Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

come into effect

officially become the law

busy puffing away

(informal) smoking cigarettes quickly

is without teeth

doesn't have serious consequences

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reprieve

when you're let off (or don't have to do) something for a period of time

to bring in

to celebrate

a fag

(informal) a cigarette

resistance

people feel very strongly that they don't want something (here, the ban on smoking to become the law)

an affront to personal liberty

an action which insults or offends the freedom of individuals

says it means business

is very serious about something

a thing of the past

something which no longer happens

C Written record of vocabulary

Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate.

Give students some time to copy the boardwork into their notebooks.

Boardwork:

come into effect

busy puffing away

is without teeth

reprieve

to bring in

a fag

resistance

an affront to personal liberty

says it means business

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a thing of the past

D Set a skimming question

Tell the students they are going to read a text about a new smoking law in France. Put this question on the board:

After the ban in France

- (A) people will be allowed to smoke in bars but not cafes.
- (B) people will not be allowed to smoke in bars or cafes.
- (C) no-one will be allowed to smoke anywhere in the country.

Students read text the first time.

Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question. They do not need to understand the details of the text to answer it.

E Check answers

B – people will not be allowed to smoke in bars or cafes. Paragraph 1 mentions the ban in bars, paragraph 2 mentions the ban in cafes and paragraph 3 mentions bars again.

F Set specific information questions

Hand out worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text a second time in more detail and to answer the questions.

G Check answers

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit the correct answer (see worksheet 1 and answer key).

H Vocabulary consolidation/building

Students do the vocabulary matching exercise (worksheet 2 that you cut up before the lesson). In small groups they match the correct word with the right definition.

I Check answers

Elicit answers. If an answer is wrong, ask other students to try to elicit the correct answer.

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J Vocabulary focus: Grammar – countable and uncountable nouns

Elicit/teach some of the rules of using countable and uncountable nouns.

1. Countable nouns can be used with *a/an*.

a cat, an umbrella, an apple

2. Uncountable nouns *can't* be used with *a/an*.

rice, music, travel

3. Countable nouns have plurals.

children, ideas, animals

4. Uncountable nouns *don't* have *plurals*.

wine, furniture, information

5. Some nouns can be used both uncountably and countably

Coffee is grown in Kenya

Fancy *a coffee*? (= a cup of coffee)

He's got lovely dark *hair*

There's *a hair* in my sandwich!

6. Some uncountable nouns can be made countable by *adding words* like 'a piece of'
cake

a piece of cake

furniture

a piece of furniture

luck

a stroke of luck

Then use worksheet 3 to focus on these rules.

K Check answers

If an answer is wrong, ask other students to try to elicit the correct answer (see worksheet 3 and answer key).

L Follow-up activity: Writing

Ask students to think back to the beginning of the lesson when they were talking about New Year's resolutions. Ask them why people find it difficult to keep their resolutions (lack of will power, it's difficult to do it by yourself). Ask them if they can think of any ways to help people stick to their resolutions (congratulate them, point out some of the advantages of e.g. stopping smoking)

Tell them they are each going to help someone in the class keep his or her resolution. They are going to offer ten pieces of advice to encourage their person to stick to their resolution.

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First ask students to write down their resolution on a piece of paper, along with their own name.

Next, distribute the papers so that each student gets a piece of paper from a different student.

Students work by themselves and write a letter of praise, encourage and advice to their assigned person.

Students deliver their notes and each student replies to the person who wrote to them.

Give them 2 or 3 minutes to think about their letter and about 8 - 10 minutes to write it.

Circulate, while they are working, giving help with grammar and spelling, if necessary.

M Feedback

Ask the students to share with the class the best piece of advice they were given. Give praise for correct language, and give feedback on incorrect language. You could write some example phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

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STUDENT WORKSHEET 1

COMPREHENSION QUESTIONS

Are the following sentences true or false?

1.	A small of group of men are smoking in a slow and relaxed way in the bar.	T/F
2.	The government allowed people to smoke in bars while they were celebrating the New Year.	T/F
3.	From 2 January people won't be allowed to smoke inside bars.	T/F
4.	People in the cities oppose the smoking ban more that people in the countryside.	T/F
5.	People in the countryside say that they, not the government, should decide if they want to smoke or not.	T/F
6.	From now on breakfast for smokers in French bars and cafes will be different.	T/F

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STUDENT WORKSHEET 2

VOCABULARY

Match these words and phrases to their definitions.

1.	come into effect	A.	(informal) a cigarette
2.	busy puffing away	B.	(informal) smoking cigarettes quickly
3.	is without teeth	C.	is very serious about something
4.	reprieve	D.	to celebrate
5.	to bring in	E.	doesn't have serious consequences
6.	a fag	F.	something which no longer happens
7.	resistance	G.	people feel very strongly that they don't want something (here, the ban on smoking to become the law)
8.	an affront to personal liberty	H.	officially become the law
9.	says it means business	I.	an action which insults or offends the freedom of individuals
10.	a thing of the past	J.	when you're let off (or don't have to do) something for a period of time

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STUDENT WORKSHEET 3

COUNTABLE AND UNCOUNTABLE NOUNS

Complete the sentences using the correct form of one of the nouns from the box below. Some of the words are used twice. Use the plural where necessary. The first one has been done for you:

advice	banknote	bag	cheese	room
information	time	luggage	money	beer

1. I asked my mum for advice but she told me I had to make up my own mind.
2. Her guidebook had lots of _____ about the best beaches to visit.
3. _____ goes by so quickly. I can't believe we've been married for 25 years already.
4. France produces hundreds of different _____. Which one is your favourite?
5. I'd like to book two _____ please. A double and a single for three nights.
6. I'm sure you'll have a great _____ on holiday! Have fun!
7. We're going out for _____. Do you want to come with us?
8. How much _____ do you have?
Not much. Just one suitcase and a couple of _____.
9. We don't have enough _____ for your friends to come and stay.
10. I'd like to change this _____ into US dollars please.
We can change the _____ for you but not the coins, sorry.

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ANSWER KEY

STUDENT WORKSHEET 1

1. **False** – Paragraph 1 says, 'There's a group of four or five men beside me here at the counter and they're all busy puffing away'.
2. **True** – Paragraph 1 says, 'The fact is that the government has given a twenty-four hour reprieve for people to bring in the New Year'.
3. **True** – Paragraph 1 says, 'If they want a 'cloppe' or a fag, it'll be outside on the pavement or in their cars'.
4. **False** – Paragraph 2 says, 'It's in places like this deep in the heart of the French countryside that resistance to the smoking ban has been at its strongest'.
5. **True** – Paragraph 2 says, 'People see it here as an affront to personal liberty'.
6. **True** – Paragraph 3 says, 'And so from tomorrow ... the morning coffee and cigarette will be a thing of the past'.

STUDENT WORKSHEET 2

- | | | | | |
|-------------|-------------|-------------|-------------|--------------|
| 1. H | 2. B | 3. E | 4. J | 5. D |
| 6. A | 7. G | 8. I | 9. C | 10. F |

STUDENT WORKSHEET 3

1. advice
2. information / advice
3. Time
4. cheeses
5. rooms
6. time
7. a beer
8. luggage / bags
9. room or rooms
10. money / banknotes

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France has joined several other European countries in imposing a ban on smoking in bars, cafes and restaurants. The ban came into effect at midnight on New Year's Eve. Most people appear to have accepted the prohibition as inevitable, though there's strong resistance in rural France. Hugh Schofield reports.

Here in the Point du Jour bar in the town of Cosne sur Loire in Burgundy the tobacco ban has, shall we say, not quite yet **come into effect**. There's a group of four or five men beside me here at the counter and they're all **busy puffing away**. Have no fear though, this does not mean that the ban **is without teeth**. The fact is that the government has given a twenty-four hour **reprieve** for people **to bring in** the New Year. And from tomorrow, everyone here concedes they will be respecting the law. If they want a 'cloppe' or **a fag**, it'll be outside on the pavement or in their cars.

It's in places like this deep in the heart of the French countryside that **resistance** to the smoking ban has been at its strongest. People see it here as **an affront to personal liberty** and as a threat to a traditional way of life centred on the village café. But the fines are large, the government **says it means business**.

And so from tomorrow here at the Point du Jour bar as across the rest of France, the morning coffee and cigarette will be **a thing of the past**.

come into effect

started to be legal

busy puffing away

(informal) smoking cigarettes quickly

is without teeth

doesn't have serious consequences

reprieve

when you're let off (or don't have to do) something for a period of time

to bring in

to celebrate

a fag

(informal) a cigarette

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